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ABSTRACT

Nevada's six academic standards in the visual arts call for specific educational objectives in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards relate to the knowledge and application of different art techniques and processes which promote understanding the visual arts in relation to history and culture. The standards present performance level descriptors for grades 3, 5, 8, and 12. (BT)

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Nevada Academic Standards in the Arts

Visual Arts

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SO 031 343

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VISUAL ARTS

Content Standard 1.0: Students know and apply visual arts media, techniques, and processes.

By the end of **Grade 3**, students know and are able to:	By the end of **Grade 5**, students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced art class at the secondary level** are able to do everything required in earlier grades and:	
	1.5.1. Determine differences between **media, techniques or processes** in works of art (e.g. the transparency of watercolor vs. the opaqueness of tempera).	1.8.1 Compare and contrast the use of media, techniques, and processes in works of art.	1.12.1 Justify application of media, techniques, and processes in one's own work.	Knowledge
	1.5.2 Examine how different media, techniques, and processes cause different responses (e.g. Look at pottery and prints).	1.8.2 Analyze one's own selection and use of media, techniques, and processes to elicit intended responses.	1.12.2. Evaluate responses to one's own work and apply findings to subsequent works of art.	Response
1.3.3 Use different media, techniques, and processes to produce works of art.	1.5.3 Create artworks using various media, techniques, and processes to communicate ideas.	1.8.3 Use and explain why various media, techniques, and processes are used to produce works of art that communicate ideas and experiences.	1.12.3 Create works of art that demonstrate an understanding of a variety of media, tools, techniques, and processes (e.g. traditional and emerging technologies).	Creation
1.3.4 Use media and tools in a safe and responsible manner.				Safety

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VISUAL ARTS

Content Standard 2.0 Students use knowledge of visual characteristics, purposes, and functions.

By the end of **Grade 3**, students know and are able to:	By the end of **Grade 5**, students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced art class at the secondary level** know and are able to do everything required in earlier grades and:	
2.3.1 Identify selected **elements of design** and **principles of design** in nature and in works of art.	2.5.1 Describe various **visual characteristics** of art (e.g. sensory, formal, and technical).	2.8.1 Analyze and evaluate the effects of visual characteristics in works of art.	2.12.1 Defend an interpretation of visual characteristics in works of art.	Knowledge: Visual Characteristics
	2.5.2 Identify and describe possible **purposes** and/or **functions** of art (e.g. The purpose for a pot's decoration might be to tell a story while the pot's function might be storage).	2.8.2 Analyze and evaluate a variety of artworks to determine purposes and/or functions.	2.12.2 Defend interpretations of purposes and/or functions in art.	Knowledge: Purposes Functions
	2.5.3. Explain how visual characteristics, purposes, and/or functions of art may cause different responses.	2.8.3 Discuss why visual characteristics, purposes, and/or functions may be effective in works of art.	2.12.3 Analyze the effectiveness of and relationships among visual characteristics, purposes, and/or functions in works of art.	Response
2.3.4 Use elements and principles of design to create works of art.	2.5.4. Select and use specific visual characteristics to communicate.	2.8.4 Explain how one's own artwork employs various visual characteristics to communicate.	2.12.4 Create artworks that manipulate visual characteristics to convey complex ideas.	Creation

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VISUAL ARTS: Content

Content Standard 3.0: Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
	3.5.1 Discuss how subject matter, symbols, and ideas produce meanings in works of art.	3.8.1 Explain the origins of specific subject matter, symbols, and ideas.	3.12.1 Evaluate the significance of specific subject matter, symbols, and ideas in works of art.	Visual Characteristics
3.3.2 Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.	3.5.2 Produce a work of art that demonstrates the ability to convey meaning by integrating subject matter and symbols with ideas.	3.8.2 Plan and produce works of art that use a range of subject matter, symbols, and ideas from varied times and places to communicate meaning.	3.12.2 Plan and produce a work of art that displays the ability to choose subject matter, symbols, and ideas to communicate intended meaning.	Creation
	3.5.3 Explain the way subject matter, symbols, and ideas are chosen to present meaning in student artwork.	3.8.3 Analyze the degree to which subject matter, symbols, and ideas are successfully used to communicate meaning.	3.12.3 Evaluate and defend the validity of sources and the manner in which subject matter, symbols, and ideas are used in artworks.	Response

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VISUAL ARTS: Context

Content Standard 4.0: Students understand the visual arts in relation to history and cultures.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** are able to do everything required in earlier grades and:	
		4.8.1 Categorize and discuss visual characteristics of selected works of art in relationship to a variety of historical and cultural contexts.	4.12.1 Analyze and interpret artworks from various cultures and times regarding context and purposes.	Knowledge
4.3.2 Identify works of art as belonging to particular cultures, times, or places.	4.5.2 Associate a variety of artworks with cultures, times, and places.	4.8.2 Describe the purpose and discuss the meaning of specific art objects within varied cultures, times, and places.	4.12.2 Analyze characteristics and interpret meaning of art from various times, cultures, and places.	Response
4.3.3 Create a work of art that is influenced by a particular historical period or culture.	4.5.3 Create works of art that demonstrate historical and cultural influence.	4.8.3 Research a culture and create an artwork that demonstrates how historical and cultural factors influence visual characteristics.	4.12.3 Analyze their own artwork in relation to historical, aesthetic, and cultural influences.	Creation

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VISUAL ARTS: Interpretation

Content Standard 5.0: Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced art class at the secondary level** are able to do everything required in earlier grades and:	
	5.5.1 Compare and contrast characteristics of art.	5.8.1 Interpret artwork based on various characteristics such as themes, styles, purposes, and subject matter.	5.12.1 Evaluate artwork based on various characteristics such as themes, styles, purposes, and subject matter.	Knowledge: Characteristics
	5.5.2 Identify merits in artworks.	5.8.2 Differentiate among degrees of merit in various works of art.	5.12.2 Establish criteria and use them to assess merits of artwork.	Knowledge: Merits
5.3.3 Discuss possible meanings of art.	5.5.3 Explain meanings of art.	5.8.3 Analyze and generate new meaning of their artwork and the work of others.	5.12.3 Examine and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions.	Knowledge: Meaning
	5.5.4 State preferences for characteristics, merits, and meanings in art.	5.8.4 Develop and explain a personal position of aesthetic and critical analysis of an artwork.	5.12.4 Develop a personal aesthetic position and defend its degree of success when applied to works of art.	Response

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VISUAL ARTS: Cross-curricular

Content Standard 6.0: Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.

By the end of **Grade 3**, students know and are able to:	By the end of **Grade 5**, students know and are able to do everything required in earlier grades and:	Students **who elect to take an art class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced art class at the secondary level** are able to do everything required in earlier grades and:	
		6.8.1 Explain how the basic principles of art are similar to principles of other disciplines (e.g. contrast, balance, dominance).	6.12.1 Analyze how ideas, issues, and themes of a particular period manifest themselves in the visual arts and make parallel connections with other disciplines.	Integration with Other Disciplines
		6.8.2 Research and analyze the relationships between the visual arts and other arts in terms of basic principles and subject matter (e.g. rhythm and movement).	6.12.2 Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines.	Integration with Other Fine Arts
		6.8.3 Create works of art reflecting principles common to the arts and multiple disciplines.	6.12.3 Create works of art that reflect the research of multiple disciplines.	Creation

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Performance Level Descriptors
Visual Art
Grade 3

Content Standard 1.0 Students know and apply visual arts media, techniques, and processes.	
Exceeds Standard	▪ Create unique works of art using different media, techniques, and processes consistently.
Meets Standard	▪ Create works of art using different media, techniques, and processes.
Approaches Standard	▪ Attempt to create works of art using different media, techniques, and processes.
Below Standard	▪ Make no attempt to create works of art using different media, techniques, and processes.

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Performance Level Descriptors
Visual Arts
Grade 5

Content Standard 1.0 **Students know and apply visual arts media, techniques, and processes.**	
Exceeds Standard	▪ Cite independently two or more examples that demonstrate the different uses of media, techniques and processes in works of art. ▪ Describe in detail how responses change due to different media, techniques, and processes. ▪ Identify and demonstrate control of various media, techniques, and processes to communicate ideas.
Meets Standard	▪ Cite one example that demonstrates the different uses of media, techniques, and processes in works of art. ▪ Describe how responses change due to different media, techniques, and processes. ▪ Identify and demonstrate the appropriate use of various media, techniques, and processes to communicate ideas.
Approaches Standard	▪ Cite one example that demonstrates the different uses of media, techniques or processes with assistance. ▪ Describe how responses change due to media or techniques or processes. ▪ Identify and demonstrate the appropriate use of some media, techniques, and processes to communicate ideas.
Below Standard	▪ Do not differentiate between media, techniques, and/or processes. ▪ Do not describe how responses change due to different media, techniques or processes. ▪ Do not identify and demonstrate the appropriate use of any media, techniques, or processes.

Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 1.0 Students know and apply visual arts media, techniques, and processes.	
Exceeds Standard	▪ Compare and contrast the use of media, techniques, and processes accurately in works of art. ▪ Give dramatically consistent responses to the use of media, techniques, and processes. ▪ Communicate ideas using media, techniques and processes in a memorable way.
Meets Standard	▪ Compare and contrast the use of media, techniques, and processes in works of art. ▪ Give purposeful responses to the use of media, technique and processes. ▪ Communicate ideas and experiences through their artwork using media, techniques, and processes.
Approaches Standard	▪ Compare and contrast insufficiently the use of media, techniques, or processes in works of art. ▪ Respond inconsistently to the use of media, techniques and processes. ▪ Communicate ideas and experiences with insufficient organization of media, techniques, and processes.
Below Standard	▪ Do not compare and contrast the use of media, techniques, or processes in works of art. ▪ Offer little or no response to the use of media, techniques, or processes. ▪ Display inability to use media, techniques, or processes to communicate ideas and/or experiences.

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Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 1.0: **Students know and apply visual arts media, techniques, and processes.**	
Exceeds Standard	▪ Defend convincingly the reasons for choosing a particular medium, technique, and process in their artwork. ▪ Revise their artwork consistently based upon established criteria. ▪ Demonstrate mastery of a variety of media, tools, techniques, and processes.
Meets Standard	▪ Explain why they chose a particular medium, technique, and process in their artwork. ▪ Revise their works of art based upon an established criteria. ▪ Create works of art that reveal control over a variety of media, tools, techniques, and processes.
Approaches Standard	▪ Do not fully justify why they chose a particular medium, technique, and process in their artwork. ▪ Revise their artwork with minimal reference to established criteria. ▪ Demonstrate limited control over media, tools, techniques, and processes.
Below Standard	▪ Do not explain why they chose a particular medium, technique, and process in their artwork. ▪ Apply little or no revision to their own artwork. ▪ Demonstrate poor control over media, tools, techniques, and processes.

Performance Level Descriptors
Visual Arts
Grade 3

Content Standard 2.0	**Students use knowledge of visual arts characteristics, purposes, and functions.**
Exceeds Standard	▪ Identify selected elements and principles of design in nature and works of art in a clear and consistent manner. ▪ Create artwork using various visual characteristics in a skillful manner.
Meets Standard	▪ Identify selected elements and principles of design in nature and works of art. ▪ Create artwork using various visual characteristics.
Approaches Standard	▪ Identify some selected elements and principles of design in nature and works of art. ▪ Create artwork using few visual characteristics.
Below Standard	▪ Identify few or no elements and principles of design in nature and works of art. ▪ Make no attempt to use selected visual characteristics.

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Performance Level Descriptors
Visual Arts
Grade 5

Content Standard 2.0 **Students use knowledge of visual arts characteristics, purposes, and functions.**	
Exceeds Standard	▪ Describe and discuss critically multiple visual characteristics of art. ▪ Explain clearly, purposes and functions of multiple of artworks. ▪ Explain in detail how visual characteristics, purposes, and functions of many works of art cause different responses. ▪ Choose visual characteristics to create works of art that clearly communicate the intended purpose.
Meets Standard	▪ Describe selected visual characteristics of art. ▪ Explain purposes and functions of selected artworks. ▪ Explain how visual characteristics, purposes, and functions of selected works of art cause different responses. ▪ Choose visual characteristics to create a work that communicates an intended purpose.
Approaches Standard	▪ Describe minimally a few visual characteristics of art. ▪ Explain purpose or function of an artwork. ▪ Explain how some visual characteristics, purposes, or functions of a selected work of art cause different responses. ▪ Choose visual characteristics to create a work of art that attempts to but may not communicate an intended purpose.
Below Standard	▪ Describe few or no visual characteristics of art. ▪ Do not identify function or purpose in an artwork. ▪ Do not explain how visual characteristics, purposes, or functions of a selected work of art evoke different responses. ▪ Choose visual characteristics in a random manner resulting in a work of art that does not communicate.

Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 2.0 Students use knowledge of visual arts characteristics, purposes, and functions.	
Exceeds Standard	▪ Define and elaborate on the effects of visual characteristics in works of art. ▪ Cite and document the effects of a variety of artworks to define purposes. ▪ Debate logically the effectiveness of visual characteristics, purposes, and functions in works of art. ▪ Employ various visual characteristics for the purpose of communicating original ideas in their own artwork.
Meets Standard	▪ Define and evaluate the effects of visual characteristics in works of art. ▪ Define and evaluate the effects of purposes in works of art. ▪ Discuss the effectiveness of visual characteristics, purposes, and functions in works of art. ▪ Employ various visual characteristics for the purpose of communicating original ideas in their own artwork.
Approaches Standard	▪ Attempt to define and/or evaluate the effects of visual characteristics in works of art, but lack organization. ▪ Offer unclear definition or evaluation of the effects of purposes in works of art. ▪ Discuss the effectiveness of visual characteristics or purposes or functions in works of art. ▪ Attempt to employ some visual characteristics for the purpose of communicating others' ideas in their own artwork.
Below Standard	▪ Display inability to define or evaluate the effects of visual characteristics in works of art. ▪ Fail to define or evaluate the effects of purposes in works of art. ▪ Communicate inaccurately the effectiveness of visual characteristics, purposes, and/or functions in works of art. ▪ Do not demonstrate the use of visual characteristics for the purpose of communicating ideas in their own artwork.

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Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 2.0 Students use knowledge of visual characteristics, purposes, and functions.	
Exceeds Standard	▪ Synthesize a variety of interpretations of visual characteristics in works of art. ▪ Synthesize a variety of interpretations of purposes in works of art. ▪ Analyze consistently the effectiveness of, and relationships among, visual characteristics, purposes, and functions in works of art. ▪ Demonstrate mastery of visual characteristics to convey original ideas in a series of their artworks.
Meets Standard	▪ Explain an interpretation of visual characteristics in a logical sequence. ▪ Explain an interpretation of purposes in a logical sequence. ▪ Analyze at a basic level the effectiveness of, and relationships among, visual characteristics, purposes, and functions in works of art. ▪ Demonstrate control of visual characteristics to convey ideas in a series of their artworks.
Approaches Standard	▪ Lack sequence and/or organization in interpretation of visual characteristics. ▪ Lack sequence and/or organization in interpretation of purposes. ▪ Attempt to analyze the effectiveness of, and/or relationships among, visual characteristics, purposes, and functions in works of art, but *analysis lacks organization and clarity*. ▪ Lack control of visual characteristics to convey ideas in a series of their artworks.
Below Standard	▪ Make rudimentary efforts in their interpretation of visual characteristics in an artwork. ▪ Make rudimentary efforts in their interpretation of purposes. ▪ Do not analyze the effectiveness of, and relationships among, visual characteristics, purposes, or functions in works of art. ▪ Do not display control of visual characteristics to convey ideas and do not complete a series of their artworks.

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Grade 3

Content Standard 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	
Exceeds Standard	• Create artwork that clearly demonstrates unique choice of subject matter and symbols to communicate meaning.
Meets Standard	• Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.
Approaches Standard	• Create artwork that demonstrates choice of subject matter and symbols but lacks clear meaning.
Below Standard	• Do not create artwork that demonstrates choice of subject matter and symbols to communicate meaning.

Performance Level Descriptors
Visual Arts
Grade 5

Content Standard 3.0 **Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.**	
Exceeds Standard	▪ Explain what an artwork is about by giving a detailed description of its subject matter, symbols, and ideas. ▪ Create a work of art that integrates subject matter and symbols with ideas to present an intended meaning. ▪ Explain in depth how and why subject matter, symbols, and ideas are chosen to present intended meaning in student work.
Meets Standard	▪ Tell what an artwork is about by identifying subject matter, symbols, and ideas. ▪ Create a work of art that integrates subject matter and symbols with ideas to convey meaning. ▪ Explain how **and** why subject matter, symbols, and ideas are chosen to present meaning in student work.
Approaches Standard	▪ Attempt to tell what an artwork is about but have difficulty identifying subject matter. ▪ Create a work of art that integrates subject matter and symbols with ideas without clear meaning. ▪ Explain how **or** why subject matter, symbols, and ideas are chosen to present meaning in student work.
Below Standard	▪ Do not attempt to tell what an artwork is about. ▪ Do not create a work of art that demonstrates the ability to integrate subject matter and symbols with ideas to convey meaning. ▪ Make no connections between choice of subject matter, symbols, and ideas and intended meaning in student work.

Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	
Exceeds Standard	▪ Analyze the visual, spatial, temporal, and formal aspects of various artworks as they relate to history and culture. ▪ Plan and create an original work of art that uses a variety of subject matter, symbols, and ideas which demonstrate knowledge of a variety of cultures. ▪ Analyze independently the degree to which subject matter, symbols, and ideas communicate successfully.
Meets Standard	▪ Discuss the visual, spatial, temporal **and** formal aspects of an artwork as it relates to history and culture. ▪ Plan and create an original work of art that uses subject matter, symbols, and ideas which demonstrate knowledge of a culture. ▪ Discuss in groups whether subject matter, symbols, and ideas communicate successfully.
Approaches Standard	▪ Discuss visual, spatial, temporal, **or** formal aspects of an artwork as it relates to history or culture. ▪ Create work that uses subject matter, symbols, and/or ideas which demonstrate limited knowledge of a culture. ▪ Discuss with assistance and provided materials the degree to which subject matter, symbols, and ideas communicate successfully.
Below Standard	▪ Do not discuss visual, spatial, temporal, or formal aspects of an artwork. ▪ Manipulate media that demonstrates no subject matter, symbols, ideas, or cultural knowledge. ▪ Offer partial input during discussions with assistance and provided materials regarding the degree to which subject matter, symbols, and ideas communicate successfully.

Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.	
Exceeds Standards	▪ Document and synthesize the origins of subject matter, symbols, and ideas and their significance in works of art. ▪ Plan and create original works of art using subject matter, symbols, and ideas to consistently communicate intended meaning. ▪ Justify and defend a range of subject matter, symbols, and ideas used in art works.
Meets Standards	▪ Evaluate **and** summarize the origins of subject matter, symbols, and ideas in works of art. ▪ Plan and create an original work of art using subject matter, symbols, and ideas to communicate intended meaning. ▪ Justify the subject matter, symbols, and ideas used in art works.
Approaches Standards	▪ Summarize **or** evaluate the origins of subject matter, symbols, and/or ideas in works of art. ▪ Create a work using subject matter, symbols, and ideas that inadequately communicate meaning. ▪ Attempt to justify subject matter, symbols, and ideas used in artworks.
Below Standards	▪ Make a rudimentary attempt to summarize or evaluate the origins of subject matter, symbols, and ideas in works of art. ▪ Create a work using subject matter, symbols, or ideas that do not communicate meaning. ▪ Make an incoherent attempt to justify subject matter, symbols, and ideas used in artwork.

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Performance Level Descriptors
Visual Arts
Grade 3

Content Standard 4.0 Students understand the visual arts in relation to history and culture.	
Exceeds Standard	• Explain why a work of art belongs to particular cultures, times, and places. • Create exemplary artwork that is clearly influenced by a particular historical period and/or culture.
Meets Standard	• Match an artwork to a particular culture, time or place. • Create a work of art that is influenced by a particular historical period or culture.
Approaches Standard	• Attempt to match works of art to a culture, time, or place. • Create a work of art that shows minimal influence of a particular historical period or culture.
Below Standard	• Do not attempt to match a work of art to cultures, times, or places. • Create a work of art that shows no influence of a particular historical period or culture.

Performance Levels Descriptors
Visual Arts
Grade 5

Content Standard 4.0 Students understand the visual arts in relation to history and culture.	
Exceeds Standard	▪ Place a variety of artwork in historical **and** cultural contexts accurately. ▪ Create original artworks that clearly show influences of particular times and places.
Meets Standard	▪ Place a variety of artwork in historical **or** cultural contexts accurately. ▪ Create works of art that show the influence of a particular time and place.
Approaches Standard	▪ Place a variety of artwork in historical or cultural contexts with limited accuracy. ▪ Create artwork that shows minimal connection to a particular time or place.
Below Standard	▪ Make no attempt to place artwork in historical or cultural contexts. ▪ Create artwork without regard to the influence of a particular time and place.

Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 4.0 Students understand the visual arts in relation to history and culture.	
Exceeds Standard	▪ Research and present visual characteristics of self-selected artworks with regard to history and culture. ▪ Describe and discuss, with substantial detail, the purposes and meanings of artworks from various cultures, times, and places. ▪ Create an original artwork based on cultural research that shows how time and place influence visual characteristics.
Meets Standard	▪ Discover and organize visual characteristics of selected artworks with regard to history and culture. ▪ Describe and discuss the purposes and meanings of artworks from various cultures, times, and places. ▪ Create an artwork based on cultural research that shows how time and place influence visual characteristics.
Approaches Standard	▪ Display ability to categorize selected artworks with regard to history and culture but are unable to clearly articulate findings. ▪ Describe the purpose and meaning of an artwork from a culture. ▪ Create an artwork that suggests minimally how time or place influences visual characteristics and that is based on limited cultural research
Below Standard	▪ Display limited ability to categorize an artwork with regard to history or culture and do not articulate findings. ▪ Describe the purpose or meaning of an artwork incompletely. ▪ Create artwork unrelated to culture, time, or place.

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Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 4.0	**Students understand the visual arts in relation to history and culture.**
Exceeds Standard	▪ Analyze and document artworks of various cultures and eras while differentiating among relationships of form, context, and purposes. ▪ Researeh and analyze similarities in artworks of various times and cultures to formulate interpretations of meaning. ▪ Research and analyze a number of relationships between student art and influences from history, aesthetics, and culture.
Meets Standard	▪ Interpret artworks of various cultures and eras while differentiating among relationships of form, context, and purposes. ▪ Analyze at a basic level similarities in artworks of various times and cultures while interpreting meanings. ▪ Analyze at a basic level relationships between student art and influences from history, aesthetics, and culture.
Approaches Standard	▪ Recognize artworks of various cultures and eras but display inability to interpret or differentiate among form, context, or purposes. ▪ Discuss, with directed guidance, similarities in artworks of various times and cultures while interpreting meanings. ▪ Discuss, with directed guidance, relationships between student art and influences from history, aesthetics, and culture.
Below Standard	▪ Recognize few artworks of various cultures and eras and are unaware of differences of form, context, and purposes. ▪ Discuss, with directed guidance, limited similarities in artworks of cultures but do not demonstrate ability to interpret meanings. ▪ Do not attempt to find relationships between student art and influences from history, aesthetics, or culture.

Performance Level Descriptors
Visual Arts
Grade 3

Content Standard 5.0 Students analyze and assess characteristics, merits, and meaning in their own artwork and the work of others.	
Exceeds Standard	▪ Justify meanings of various artworks.
Meets Standard	▪ Brainstorm possible meanings for a work of art.
Approaches Standard	▪ Explain one possible meaning of an artwork with assistance.
Below Standard	▪ Do not communicate regarding the meaning of a work of art.

Performance Level Descriptors
Visual Arts
Grade 5

Content Standard 5.0 Students analyze and assess characteristics, merits, and meaning in their own artwork and the work of others.	
Exceeds Standard	▪ Compare and contrast multiple artworks in a reflective manner. ▪ Identify and explain merits in various artworks. ▪ Present well developed interpretations within multiple works of art. ▪ Explain preferred characteristics, or meaning in works of art.
Meets Standard	▪ Compare **and** contrast two artworks based on personal observations. ▪ Identify merits in various works of art. ▪ Present various interpretations of a work of art. ▪ Identify preferred characteristics, and/or meanings in works of art.
Approaches Standard	▪ Compare **or** contrast two artworks based on observations. ▪ Identify one merit in a work of art. ▪ Present limited interpretation of a work of art. ▪ State a preferred characteristic, or meaning in a work of art.
Below Standard	▪ Cite no comparison or contrast between artworks. ▪ Makes no attempt to identify merits in a work of art. ▪ Present little or no interpretation of a work of art. ▪ State no preferences.

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Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 5.0 Students analyze and assess characteristics, merits, and meaning in their own artwork and the work of others.	
Exceeds Standard	▪ Research and present an assessment of artwork based on themes, styles, purposes, and subject matter. ▪ Compile and critique the degrees of merit in artworks. ▪ Analyze and discover new interpretations of own artwork and artwork of others. ▪ Develop, independently, a personal aesthetic position and use it to critique artworks.
Meets Standard	▪ Explain artwork based on themes, styles, purposes, and subject matter. ▪ Compare and contrast the degrees of merit in artworks. ▪ Analyze and generate new interpretations of artworks. ▪ Develop and explain, with guidance, an aesthetic position and use it to critique an artwork.
Approaches Standard	▪ Explain artwork based on one of the following: themes, styles, purposes, or subject matter. ▪ Compare and contrast, with guidance, the degrees of merit in an artwork. ▪ Analyze given interpretations of artworks. ▪ Explain an artwork after being given an aesthetic position.
Below Standard	▪ Identify theme, style, purpose, or subject matter without explaining them. ▪ Display inability to compare and contrast merit in an artwork. ▪ Review, with guidance, given interpretations of an artwork. ▪ Explain artwork from a personal standpoint using limited aesthetic knowledge.

Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 5.0 Students analyze and assess characteristics, merits, and meaning in their own artwork and the work of others.	
Exceeds Standard	▪ Critique their own artwork and the artwork of others based on themes, styles, purposes, and subject matter. ▪ Create, independently, a criteria and use it to assess merits of artwork. ▪ Research and appraise a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions. ▪ Defend a personal aesthetic position and justify its level of success when applied to artworks.
Meets Standard	▪ Evaluate own artwork and the artwork of others based on themes, styles, purposes, and subject matter. ▪ Create, with guidance, a criteria and use it to assess merits of an artwork. ▪ Study and evaluate a variety of techniques for communicating meanings, ideas, attitudes, views, and intentions. ▪ Develop a personal aesthetic position and explain its level of success when applied to an artwork.
Approaches Standard	▪ Recognize themes, styles, purposes, and subject matter in their own work and the work of others. ▪ Use a given criteria to assess their own artwork. ▪ Study limited techniques for communicating meanings, ideas, attitudes, views, and/or intentions. ▪ Develop a personal aesthetic position but do not display ability to explain clearly its level of success when applied to an artwork.
Below Standard	▪ Recognize, with guidance, themes, styles, purposes, and subject matter in their artwork and the artwork of others. ▪ Use a given criteria, with guidance, to assess their own artwork. ▪ Recognize limited techniques for communicating meanings, ideas, attitudes, views, and/or intentions. ▪ Offer a rudimentary attempt at a personal position about an artwork.

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Performance Level Descriptors
Visual Arts
Grade 8

Content Standard 6.0 Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.	
Exceeds Standard	▪ Compare and contrast the principles of art with principles from other disciplines. ▪ Research, analyze, and demonstrate the relationships between the visual arts and other arts in terms of principles of subject matter. ▪ Create original works of art reflecting principles common to the arts and multiple disciplines.
Meets Standard	▪ Explain how the principles of art are similar to principles of other disciplines. ▪ Discover and explain the relationships between the visual arts and other arts in terms of principles and subject matter. ▪ Create a work of art that reflects principles common to the arts and multiple disciplines.
Approaches Standard	▪ Explain how a limited number of principles of art are similar to principles from another disciplines. ▪ Fail to research in depth, resulting in a display of incomplete understanding of the relationships between the visual arts and other arts, in terms of principles or subject matter. ▪ Create a work of art that reflects few principles common to the arts of another disciplines.
Below Standard	▪ Identify how some principles of art are similar to one or more principles of other disciplines. ▪ Display and use visual arts principles and subject matter but do not exhibit an understanding of the relationships between the visual arts and other disciplines. ▪ Manipulate media in a way that does not reflect an understanding of principles common to the arts and other disciplines.

Performance Level Descriptors
Visual Arts
Grade 12

Content Standard 6.0 Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.	
Exceeds Standard	▪ Investigate and present how ideas, issues, and themes of a particular period are employed in the visual arts and other disciplines. ▪ Compare and integrate the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines. ▪ Create original works of art that uniquely reflect the research of multiple disciplines.
Meets Standard	▪ Demonstrate how ideas, issues, and themes of a particular period are employed in the visual arts and other disciplines. ▪ Compare the use of materials, techniques, media, and processes of the visual arts with those of other art disciplines. ▪ Create works of art that reflect the research of multiple disciplines.
Approaches Standard	▪ Explain how an idea, issue, and/or theme of a particular period are used in the visual arts and/or other disciplines. ▪ Identify the use of materials, techniques, media, and/or processes of the visual arts with those of other art disciplines. ▪ Create a work of art that reflects insufficient research of limited disciplines.
Below Standard	▪ Recognize ideas, issues, and/or themes that are used in visual arts. ▪ Identify the use of materials, techniques, media, or processes of the visual arts. ▪ Manipulate media to create work that reflects a substandard attempt at research outside of the visual arts.